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ABSTRACT

This bibliography contains 105 citations from professional journals covering the period 1964-1974. Articles are arranged alphabetically by author with an annotation defining purposes and conclusions for each. (NJ)

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COUNSELING THE BLACK CLIENT: AN ANNOTATED BIBLIOGRAPHY OF JOURNAL LITERATURE, 1964-74

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This annotated bibliography represents the efforts of a group of graduate students at California State University, Long Beach, in the school year 1974-75. Our purpose was:

1. To examine all of the journal literature concerning counseling the Black client for the period 1964 to 1974.

2. Compile, in one document, readily accessible information regarding counseling the above client.

Anyone who has reviewed some of the literature concerning ethnic minorities will appreciate the enormity of this task.

It was determined at the outset, that an attempt to review and compile all of the available literature would be far beyond our resources and time availability. One simply could not examine and read everything in a year and also maintain currency. Thus, it was decided to examine only the literature found in professional journals.

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From this scope, it was then decided to examine and compile the journal literature within the following framework:

1. The emphasis of the compilation would focus on four American ethnic minorities - Black, Asian, Mexican, and Native Americans.

2. International cross cultural studies would be included if it appeared to have some bearing on the above groups.

3. All the journal literature was examined from the perspective of applicability to counselors and other workers in psychology.

4. Much of the literature was found in the areas of psychology, ethnology, sociology, social work, education, and anthropology.

5. After an initial examination of the abstracts and indices of various disciplines, it was determined that 1964 constituted a growth-turning point for much of the present day literature. This was arbitrary but served to assist our efforts by locating a suitable time period.

6. Upon examining the compiled literature, it was noted that much of the information consisted of unsubstantiated opinion or observations. In cases where this information appeared to have little applicability to education and specifically counseling, the information was set aside.

Many articles contained in this bibliography are more descriptive than empirical. It was our opinion that many areas in the field of counseling minority clients do not lend themselves to easy resolution or even definition. As it is, the bibliography may be useful to those persons interested in pursuing definitive studies in particular areas that have hitherto been difficult to investigate or resolve. In this light, the bibliography might serve as a guidepost for further future studies as well as presenting a readily available purview of journal literature for a recent ten year period.

AUTHOR(S): Bayton, James A.; Lettis J. Austin; Kay R. Burke

ARTICLE TITLE: "Negro Perception of Negro and White Personality Traits"

SOURCE: Journal of Personality and Social Psychology

VOL. 1 DATE 1965 (March)

PAGES 250-253 NO. OF PAGES 4

PURPOSE: To determine the problem of how a minority group perceives itself and the majority group.

SAMPLE: 240 Negro students at Howard University. 120 male and 120 female.

METHOD: Random selection of students. Students were placed in four groups of 60 students each. Each group was given the Geuilford-Zimmerman Temperament Survey:GZTS.

CONCLUSIONS: Negro subjects gave whites a significantly higher score on general activity than did Negroes and they saw whites as being more restrained than Negroes. For trait of sociability, the stereotype is a function of sex rather than of race; females were seen as being more sociable than males. For emotional stability, males were more emotionally stable than females; white were stereotyped as being more emotionally stable than Negroes. Whites were scored as being more objective than Negroes.

AUTHOR(S): Bunton, Peter L., and Theodore A. Weissbach

ARTICLE TITLE: "Attitudes Toward Blackness of Black Preschool Children Attending Community-Controlled or Public Schools"

SOURCE: Journal of Social Psychology

VOL. 92, first half

PAGES 53-59 NO. OF PAGES 7

PURPOSE: To determine if children not exposed to the community school program would prefer less frequently and identify less with dolls of their own race than children who were exposed to the program.

SAMPLE: 44 black children (24 girls and 20 boys) attending a black public school in Pomona, Calif., and a second group of 21 black children attending a community-controlled school in Washington, D.C.

METHOD: Each subject was brought to a small room. After subject was relaxed, four Creative Playthings puppets were placed in front of the subject. The puppets were of two black and two white children. Each subject was asked a series of questions about the puppets.

CONCLUSIONS: A "problack" school atmosphere can have a positive effect on the racial preference and self-concept of black youth.

AUTHOR(S): Coffin, Brenda S.; Siegfried C. Dietz; and Charles L. Thompson

ARTICLE TITLE: "Academic Achievement in a Poverty Area High School: Implications for Counseling"

SOURCE: Journal of Negro Education

VOL. 40 DATE 1971 (Fall)

PAGES 365-368 NO. OF PAGES 4

PURPOSE: To identify the factors other than measured mental achievement which cause disadvantaged high school students to achieve academic success in spite of their environmental disadvantages.

SAMPLE: From the tenth grade of all Negro high schools in Crockett County, Tennessee, 30 high achievers were matched with an equal number of low achievers who possessed the same variables.

METHOD: The Measure of Meaning was given to compare the two groups' perceptions of situations and significant persons. The Self-Appraisal Scale was used to compare perceptions of their competence in social, academic, personal, and non-intellectual activities.

CONCLUSIONS: High achievers rated themselvs higher than lower achievers on academic competence and personal competence. Low achievers rated themselves higher on social competence. No significant difference between groups were noted for non-intellectual competence category.

AUTHOR(S): Cosby, Author

ARTICLE TITLE: "Black-White Differences in Aspirations Among Deep South High School Students"

SOURCE: Journal of Negro Education

VOL. 40 DATE 1971 (Winter)

PAGES 17-21 NO. OF PAGES 5

PURPOSE: To test the hypothesis that Black youths have lower levels of occupational aspirations than with white youths.

SAMPLE: Interviews of 5,992 tenth grade high school students in South Carolina, Georgia, Alabama, and Mississippi.

METHOD: The students were asked, "If you were completely free to select any job, what would you most desire as a lifetime kind of work?" Other instructions were given to obtain exact occupational goals.

CONCLUSIONS: The black students had levels of aspirations higher in the majority of comparisons between groups with similar socioeconomic backgrounds.

AUTHOR(S): Crain, Robert L.

ARTICLE TITLE: "School Integration and the Academic Achievements of Negroes"

SOURCE: Sociology of Education

VOL. 44 DATE 1971 (Winter)

PAGES 1-26 NO. OF PAGES 26

PURPOSE: To determine whether integration affects the number of years of school completed, to find out if the difference in measured academic achievement between students in integrated and segregated schools carries over into adult life, and to add additional racial variables to the analysis in an effort to increase the understanding of the process involved.

SAMPLE: 1,624 Negro men and women aged 21 to 45, living in the metropolitan areas of North and West.

METHOD: Negro interviewers interviewed respondents, who were divided into three groups: those born in the North, those who were born in the South but moved to the North before age 10, and those who moved to the North after the age of 10.

Respondents were asked the number of years in school, where attend school, and the racial mixture of the school. Academic achievement was measured by the shortened version of a multiple-choice synonym test adapted to survey research by J.B. Minor.

CONCLUSIONS: Negro educational achievement on tests shows improvement when schools are integrated. Integrated schools show a sharp reduction in school dropouts, increase college attendance and a change in attitudes which could be expected to affect post-school achievement.

AUTHOR(S): Datta, Lois-Ellin; Earl Schaefer, and Malcolm Davis.

ARTICLE TITLE: "Sex and Scholastic Aptitude as Variables in Teachers' Rating of the Adjustment and Classroom Behavior of Negro and other Seventh-Grade Students"

SOURCE: Journal of Educational Psychology

VOL. 59 DATE 1968 (April)

PAGES 94-101 NO. OF PAGES 8

PURPOSE: To identify for use in planning an inservice teacher education program to facilitate integration, the extent to which the variables of sex and scholastic abilities are associated with teachers' descriptions of Negro and other-than-Negro students.

SAMPLE: 100 Negro and 100 other-subjects were chosen by a table at random numbers from 177 Negroes and 805 other-students. The Negro subjects and the other-subjects were selected from a newly-integrated, northern Virginia suburban community.

METHOD: 40 teachers were selected at random from each subject's schedule card. No teacher was asked to evaluate more than five students. 36 of the teachers were white and 30 were women. Teachers were contacted by mail. Questionnaires were distributed in November, 1965. Of 200 eligible students 178 were rated and 153 records were sufficiently completed. The teachers were asked to rate the students' adjustment on a scale which was developed by Ullman and modified by Glidewell, Domkee, and Kantor; and on the Classroom Behavior Inventory. Scholastic apititude was estimated by the California Mental Maturity Test.

CONCLUSIONS: Negroes with low IQ's were more frequently described as low in adjustment. Higher IQ Negroes were less likely to be described as task-orientated, methodical, persevering, sociable, submissive, low in rebelliousness and verbal aggression. Other-student, low IQ, subjects were more frequently described as task-oriented, low in verbal aggression, compliant, cooperative and described as considerate.

Regardless of group or scholastic aptitude, boys were more likely to be described as hyperactive, asocial, verbally and physically aggressive and tense.

AUTHOR(S): Davis, Samuel C.; Jane W. Loeb; Lehyman F. Robinson

ARTICLE TITLE: "A Comparison of Characteristics of Negro and White College Freshmen Classmates"

SOURCE: Journal of Negro Education

VOL. 39 DATE 1970 (Fall)

PAGES 359-366 NO. OF PAGES 8

PURPOSE: To obtain data that will be more useful to the faculty and admn. in the development of more meaningful programs of admission, counseling, instructions, and related activities for Negro freshmen at predominantly white universities.

SAMPLE: The experimental group consisted of a total of 152 Negroes who entered the University of Illinois between 1966-67. The group contained 79 males and 73 females, with an age range of 17 to 21. The group was compared with non-Negro freshmen.

METHOD: The experimental group was compared with non-Negro students by the use of their high school percentile rank, the American College Test scores, and the number of units in English, mathematics, sciences, and social studies.

CONCLUSIONS: The Negro student entered with a lower academic preparation, high aspirations, lower socioeconomic background; therefore, he will have to work to finance his education. Because of the frustrations and his low academic preparations and income, it was suggested that counseling and academic advising programs be used to give the Negro student a realistic picture of academic demands of a higher education. Students should be offered financial assistance and tutorial services.

AUTHOR(S): Durojiye, M.O.A.

ARTICLE TITLE: "Patterns of Friendship Choices in an Ethnically-Mixed Junior School"

SOURCE: Race

VOL. 12 DATE 1970 (October)

PAGES 198-200 NO. OF PAGES 3

PURPOSE: To investigate the distribution of choice of friends among three ethnic groups: Black, white, Chinese, and among boys and girls, and to examine the difference in patterns of choice at different age levels.

SAMPLE: The entire population of a junior school in a multi-racial area of Manchester: 310 children between the ages of 8 and 11 years: 202 white, 33 children of mixed parentage, and 75 colored children.

METHOD: A friendship sociometric test was given to each student by the interview method. Six weeks later, the test was given again to test agreement with the first test.

CONCLUSIONS: Ethnic self-preference occurred in every age group and in every form and for both sexes. At age 8, white and colored showed strong ethnic self-preference, but as they grow older, ethnic self-preference decreases. However, white girls and colored girls from age 11 upward showed an increase of self-preference. Children of different ethnic origins showed ethnic self-preference at first, but gradually this lessens after further contacts and associations.

AUTHOR(S): Elder, Glen H., Jr.

ARTICLE TITLE: "Age Integration and Socialization in an Educational Setting"

SOURCE: Harvard Educational Review

VOL. 37 DATE 1967 (Fall)

PAGES 594-619 NO. OF PAGES 27

PURPOSE: To determine the adult influence in an age-integrated school in two areas: the academic, vocational, and moral models the adults present; and the patterning of adolescent behavior in relation to adult standards of behavior.

SAMPLE: Continuation school in a city on the West coast: 90 students between the age of 18 or less and 210 adults with ninth grade status. Three-fourths of the subjects were Negro.

METHOD: Two questionnaires and interviews were used with adults. Repeated field observations and informal interviews were used with the students and staff. The 90 students and 210 adults were given questionnaires on adult-youth relations in class. Twelve adults and 12 adolescents were drawn to inform regarding adult-youth relations in the school.

CONCLUSIONS: Adults and adolescent students appeared to be relatively equal in status in school, shared common problems, and were free to associate on a personal basis.

A large number of adolescents had close friends among the adults and formed meaningful relations with them. The adults served as moral and academic models for many of the younger students and tended to play an important role in controlling adolescent behavior.

AUTHOR(S): Epps, Edgar G.

ARTICLE TITLE: "Correlates of Academic Achievement Among Northern and Southern Urban Negro Students"

SOURCE: Journal of Social Issues

VOL. 25(3)

PAGES 55-70 NO. OF PAGES 16

PURPOSE: To identify some personality factors which are predictive of the Negro student's capacity to utilize the intellectual potential to achieve academically: fear of failure, perceived probability of success, and incentive value of success.

SAMPLE: 400 Negro males and 566 Negro females in a large northern city from four schools. 721 Negro males and 851 females in the southern sample. The students were in grades 9-12 in both samples.

METHOD: A Vocabulary test and questionnaires were administerd to groups of students. All data, except grades, are based on self-report instruments.

CONCLUSIONS: Socioeconomic status was found to be negligible related to student grades for northern males, southern males, and northern females. Only the southern females' socioeconomic status significantly related to grades. Socioeconomic status significantly related to vocabulary scores and amount of expected education for all four groups. SES is not strongly related to the personality attitude variables examined in this study.

With grades the dependent variable, only self-concept of ability and vocabulary test scores are significant correlates in all four samples. Self-concept of ability and socioeconomic status are the most consistent correlates of amount of expected future education.

AUTHOR(S): Epps, Edgar

ARTICLE TITLE: "Negro Academic Motivation and Performance: An Overview"

SOURCE: Journal of Social Issues

VOL. 25(3) DATE 1969

PAGES 5-11 NO. OF PAGES 7

PURPOSE: To determine the motivation and values which are related to academic achievement among Negro students.

SAMPLE: Subjects used in previous studies.

METHOD: An analysis of the studies: Analysis of Personality by Katz; Correlates of Academic Achievement by Coleman, 1966; Effects of Desegregation on Motivation and Achievement by Joseph Veroff and Stanton and Peele; School Versus Class Desegregation by McPartland; Sense of Control as a Motivational Variable by the Gurin team; and Expanding Opportunities by Miller and O'Conner.

CONCLUSIONS: The Negro Americans live in a society that is tailored for someone else. Thus, attempts to eliminate racial differences in academic performance must consider both personal characteristics of the Negro student and the characteristics present in the educational system which discriminate in favor of some characteristics and against others. Programs developed to modify the academic achievement of either Negro or white disadvantaged student will fail if they do not, at the same time, attempt to change the educational environment.

AUTHOR(S): Epps, Edgar G.; Aubrey Perry; Irwin Katz; Eugene Renyon

ARTICLE TITLE: "Effect of Race of Comparison Referent and Motives on Negro Cognitive Performance"

SOURCE: Journal of Educational Psychology

VOL. 62 DATE 1971

PAGES 201-208 NO. OF PAGES 8

PURPOSE: To investigate the effects of intraracial and interracial competition on Negroes' cognitive performance.

SAMPLE: 86 freshmen from a Negro college in the Deep South and 219 Negro freshmen from a predominantly Negro college in the North.

METHOD: In the first session which was administered by a Negro male faculty member, Viewing Social Behavior and a 3-minute test in arithmetic were given. The subjects were told that the tests had no academic significance and in the instruction, it stated that the tests were nonevaluation research.

In the second session, unknown to the subjects, one-third of the class was given a particular type of printed instructions. A no-test group was given the same instructions as before. But for two groups the motive questionnaire was intitled, Social Intelligence Test, which was described as a test of social insight. They were told that the test was important component of general intelligence. For two groups the arithmetic task was titled Scholastic Aptitude Examination. On both tasks, the instructions stated that the results would be used to evaluate ability by comparing with students from a certain school. The school contained a large number of white students.

Group 2 from the northern college was tested in two sessions by a Negro member in groups of 50. A multiple-choice achievement motive scale administered and a Sarason and Ganzer's Test of Anxiety. Unscramble the word and digit-symbol substitution tasks in arithmetic.

AUTHOR(S): Joseph H. Fichter

ARTICLE TITLE: "Career Preparation and Expectations of Negro College Seniors"

SOURCE: Journal of Negro Education

VOL. 35 DATE 1966 (Fall)

PAGES 322-335 NO. OF PAGES 12

PURPOSE: To survey the career plans of Negro students from predominantly Negro colleges.

SAMPLE: University of Chicago with funds from Federal agencies surveyed 50 Negro colleges which educated "southern" Negros.

METHOD: Questionnaires on occupational values.

CONCLUSIONS. Seniors in predominantly Negro colleges had a high appreciation for occupations that involved human values. Women tended to rank themselves lower than men did on their point of view of personal ability for specified jobs. Both sexes thought that they were competant to teach. Coeds intended to be in full time employment immediately after commencement. Both sexes felt that equal job opportunities were a far-distant possibility. A higher proportion of males than females intended to enter graduate school immediately after commencement.

AUTHOR(S): Forbes, Gordon B., and Shirley Mitchell

ARTICLE TITLE: "Attribution of Blame, Feelings of Anger, and Direction of Aggression in Response to Interracial Frustration Among Poverty-Level Female Negro Adults"

SOURCE: Journal of Social Psychology
VOL. 83 DATE 1971 (February)
PAGES 73-78 NO. OF PAGES 6

PURPOSE: To investigate Negro reactions to interracial frustration.

SAMPLE: 31 females and 12 males from a nearly totally Negro neighborhood in the most deteriorated section of a medium-sized midwestern city.

METHOD: Special test was constructed which depicted two individuals in a situation that might be interpreted as frustrating. Five basic pictures were used and each was presented in two versions. On a nine-point scale below the pictures, the subjects were asked to who was at fault, how angry the picture made him feel, how we would direct anger if he were the victim.

CONCLUSIONS: The poverty-level Negro female attributed more blame to the frustrators when a white frustrated a Negro than when a Negro frustrated a white. Feelings of anger and direction of anger were not related to race of frustrator.

AUTHOR(S): Froe, Otis D.

ARTICLE TITLE: "A Comparative Study of a Population of 'Disadvantaged' College Freshmen."

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968 (Fall)

PAGES 370-382 NO. OF PAGES 12

PURPOSE: To collect information that will facilitate a systematic description of college freshmen who are predominantly Negro and described as "culturally disadvantaged," and compare with a population of freshmen enrolled in predominantly white higher institutions.

SAMPLE: In 1967 at Morgan State College, approximately 600 freshmen were studied. The results were compared with the results of freshmen enrolled during the same period of time in several higher institutions with predominantly white enrollments.

METHOD: Survey questionnaire was administered on preference of certain career areas, occupation of parents, personal attitudes, position on some political and social issues, and the Five Personality-type Scales was used.

CONCLUSIONS: The results of the study indicated that high school grades used by nonselective type higher institutions in program planning and in predicting student achievement are insufficient because they overlook other variables involving student potential and needs.

AUTHOR(S): Gaier, Eugene L, and William A. Watts

ARTICLE TITLE: "Current Attitudes and Socialization Patterns of White and Negro Students Entering College"

SOURCE: Journal of Negro Education

VOL. 38 DATE 1969 (Fall)

PAGES 342-350 NO. OF PAGES 9

PURPOSE: To assess the attitudes toward education and values expressed by incoming Negro and Caucasian students and to relate these attitudes to their earlier socialization patterns as perceived by the respondents.

SAMPLE: All of 452 freshmen entering Mcalester College, a white school and 404 freshmen from Clark College, a Negro school.

METHOD: The subjects were given a comprehensive battery to obtain biographical and attitudinal information.

CONCLUSIONS: Clark College students came from families of lower socio-economic status than their counterparts at Macalester. Macalester students came from more highly educated families. Attendance of Clark students appears to represent a mean of social mobility far more frequently than in the case of the Macalester class. Although the Clark students came from lower socio-economic backgrounds, their professional aspirations were quite similar to those of the white, middle-class Macalester freshmen. Fewer males on the Macalester campus said that they would get actively involved in civil rights and campus policies than the females or either sex at Clark College. More students of Macalester than Clark reported that their parents encouraged independent activities.

AUTHOR(S): Galtieb, Davis

ARTICLE TITLE: "Teaching and Students: the Views of Negro and White Teachers"

SOURCE: Sociology of Education
VOL. 37 DATE 1964 (Summer)

PURPOSE: To identify differences and similarities in how Negro and white elementary school teachers view their work and the students they teach.

SAMPLE: 89 elementary school teachers from six public schools of a medium-sized industrial community in the Midwest: 53 white teachers and 36 Negro teachers.

METHOD: The author conducted personal interviews with many of the teachers and distributed paper and pencil questionnaires which were completed by 83 percent of the teachers. Questionnaires contained items on teachers' race and community or origin, father's occupation, teacher's experiences, job satisfaction, suggested changes in educational training, reason for job dissatisfaction, and perception of students.

CONCLUSIONS: Negro teachers were younger than white and more likely to be married. Negro teachers were more likely to come from large communities than white teachers. Negro teachers' fathers were concentrated in the manual occupations while white teachers' fathers were professional or in some managerial occupation. One-fourth of the Negro teachers were reared in families where a woman was the head of the household as compared to 4 percent of the whites. Negroes expressed greater job satisfaction, but both groups' satisfaction decreased with years of employment. Negro teachers when dissatisfied with job stated the physical conditions of the school. White teachers stressed problems pertaining to the shortcomings of the students.

AUTHOR(S): Gilliland, Burl E.

ARTICLE TITLE: "Small Group Counseling with Negro Adolescents in a Public High School"

SOURCE: Journal of Counseling Psychology

VOL. 15 DATE 1968 (March)

PAGES 147-152 NO. OF PAGES 6

PURPOSE: To evaluate the outcomes of counseling with small groups of Negro high school students in the technical and scientific community of Oak Ridge, Tennessee.

SAMPLE: from Oak Ridge High School. Negro subjects were randomly selected. Ages ranged from 14 to 19 years. 30 subjects were selected and divided into two experimental groups: 7 boys and another of 7 girls; and two control groups: one of 8 boys and another of 8 girls.

METHOD: The experimental group received small group counseling; the controlled group received only normal school experiences. The English Achievement Test, the Occupational Aspiration Scale, the Vocational Development Inventory, and the Index of Adjustment and Values and Experiencing Scale were administered.

CONCLUSIONS: Group counseling enhanced both the achievement level and the personal functioning of the Negro adolescents. The experimental groups excelled the control group on all measures of scholastic endeavor and all personal scales and inventories except the Index of Adjustment and Values Scale.

AUTHOR(S): Glenn, Norval D.

ARTICLE TITLE: "The Trend in Differences in Attitudes and Behavior by Educational Level"

SOURCE: Sociology of Education

VOL. 39 DATE 1966 (Summer)

PAGES 255-275 NO. OF PAGES 21

PURPOSE: To determine if middle-class life styles have adopted elements of culture from the lower class, to determine if the middle-class society has declined educationally.

SAMPLE: American National Surveys.

METHOD: 49 questions from eight Gallup polls and one National Opinion Research Center survey. Questions were of a study of Negro-white differences: authoritarianism, religion, family discipline of children, international relations, racial and ethnic minorities, social class, political and economic issues, occupations, gratification from work, standards of dress, drinking, and reading.

CONCLUSIONS: Findings do not support "massification" hypothesis. They suggest that many kinds of attitudes and behaviors at the highest and lowest educational levels have diverged. Education is becoming a more important dimension in the American system of social stratification. The system of social stratification is becoming more amorphous and complex and in a sense less rigid, but not less important.

AUTHOR(S): Goldstein, Harris S., and Rosalind Peck

ARTICLE TITLE: "Cognitive Functions in Negro and White Children in a Child Guidance Clinic"

SOURCE: Psychological Reports

VOL. 28 DATE 1971 (April)

PAGES 379-384 NO. OF PAGES 6

PURPOSE: To determine if significant differences exist in the cognitive functioning of ethnic groups seeking psychotherapy.

SAMPLE: 35 Negro males, 22 white males, 17 Negro females, and 18 females, white, between 8 and 16 years old from Downstate-Kings County Hospital Center.

METHOD: The INISC and Goodenough Draw-a-Man Test were administered by clinical psychologists experienced in their use.

CONCLUSIONS: The results differ from the findings of Jensen and Shuey. The Full Scale IQ's of Negro and white male clinic children do not find significant differences. Compared with Negro and white boys who obtained low vocabulary scores, Negro boys have significantly higher similarities scores than the white boys.

From the standpoint of psychotherapy, Negro boys are as good a candidates as white boys. The findings with regard to racial differences between white and Negro girls is confounded by differences in personality problems exhibited.

AUTHOR(S): Hare, Nathan

ARTICLE TITLE: "Conflicting Racial Orientation of Negro College Students"

SOURCE: Journal of Negro Education

VOL. 34 DATE 1965

PAGES 431-434 NO. OF PAGES 15

PURPOSE: To evaluate the conflicts of racial discussions by professors in predominantly Negro College Classrooms.

SAMPLE: 67 enrollees in a predominantly black college.

METHOD: Questionnaire

CONCLUSIONS: The students do not share in the enthusiasm of their professors on racial questions. They feel too much time was spent on such discussions. Prefer texts over professors.

AUTHOR(S): Hall, Joseph C., and Norman M. Chansky

ARTICLE TITLE: "Relationship between Selected Ability and Achievement Tests in an Economically Disadvantaged Negro Sample"

SOURCE: Psychological Reports
VOL. 28 DATE 1971 (June)
PAGES 741-742 NO. OF PAGES 2

PURPOSE: To determine if standardized tests are predictive of achievement by Negro first graders.

SAMPLE: 23 boys and 23 girls were randomly selected from 250 Negro first graders in a ghetto school in Philadelphia.

METHOD: The Goodenough-Harris Drawing Test, the Revised Visual Retention Test, and the Peabody Picture Vocabulary Test were used individually and in small groups. After 7½ months the Stanford Achievement Test, the Informal Reading Inventory, and the Daniels Word Recognition List were given.

CONCLUSIONS: Results suggest that the Peabody and Benton Tests together provide information about reading performance for combined groups of boys and girls not included in the instruments' standardizations.

The Peabody's predictive validity for an urban disadvantaged Negro sample was similar to that based on studies cited in its manual.

AUTHOR(S): Harman, Robert L.

ARTICLE TITLE: "Non Verbal Behavior in Counseling"

SOURCE: Journal of School Counselor
VOL. 18 DATE 1970-71
PAGES 189-192 NO. OF PAGES 4

PURPOSE: To reveal recent research on nonverbal behavior and application concerning nonverbal communication.

METHOD: Discussion.

CONCLUSIONS: Nonverbal behavior is used to express feelings, mood, preferences. Practicioners should become more efficient in the interpretation of nonverbal behavior.

AUTHOR(S): Grant, Carl A.

ARTICLE TITLE: "Black Studies Materials do Make a Difference"

SOURCE: Journal of Educational Research
VOL. 6 DATE 1973 (May)
PAGES 400-404 NO. OF PAGES 5

PURPOSE: To examine the effect of relevant curriculum materials upon the self-concept, achievement, and school attendance of Black students.

SAMPLE: Thirty-nine heterogeneously grouped classrooms: 16 third-grade and 33 sixth-grade. Eight third-grade classes and 12 sixth-grade classes were the experimental group. The classes were located in inner-city schools.

METHOD: Pretest and post-test control group design was used to assess self-concept. Three instruments were used: The How I Feel about Myself Inventory, the Metropolitan Reading Test and the Attendance Form.

CONCLUSIONS: Findings suggest that relevant curriculum materials do have a positive effect on the school achievement and attendance of black inner-city students. However, the evidence collected on the effect for relevant materials on the self-concept of the same students showed no statistically significant results.

AUTHOR(S): Harper, Frederick D.

ARTICLE TITLE: "What Counselors must know about the Social Sciences of Black Americans"

SOURCE: Journal of Negro Education

VOL. 42 DATE 1973 (Apring)

PAGES 109-116 NO. OF PAGES 8

PURPOSE: To investigate the importance of awareness of the life style of Black Americans in the counseling situation.

METHOD: Discussion of historical, sociological, economical, and psychological aspects of Black Americans.

CONCLUSIONS: An awareness of the interrelationships of the life style of Black Americans in order to grasp the dynamics affecting their behavior. Use this information to help develop in the counselee a more positive outlook of himself and his ethnic group. To learn new ways of relating to the world and meeting his basic needs.

AUTHOR(S): Harris, Edward

ARTICLE TITLE: "Personal and Parental Influences on College Attendance; some Negro-White Differences"

SOURCE: Journal of Negro Education

VOL. 39 DATE 1970

PAGES 305-313 NO. OF PAGES 9

PURPOSE: To determine the relevance of personal and parental influences on college attendance.

SAMPLE: 660 junior and senior college students from a predominantly black school and a white school.

METHOD: Survey by faculty members.

CONCLUSIONS: Negro students are more likely to attend college on the basis of personal influences. Parental influence dependent upon the educational level of the parent; this was affected by other variables such as race and social class background.

AUTHOR(S): Hauserman, Norma

ARTICLE TITLE: "Reinforced Racial Integration in the First Grade"

SOURCE: Journal of Applied Behavioral Analysis
VOL. 6 DATE 1973
PAGE 193

PURPOSE: To investigate the effect of tangible reinforcement on social integration.

SAMPLE: Five first graders in a class of 25.

METHOD: Positive reinforcement was given each time a child sat next to a new friend at lunch and during free play. Teacher and observer kept tally for children. Tabulation taken of number of times each of the five black pupils mixed racially.

CONCLUSIONS: Positive reinforcement can be an effective technique for dealing with problems of racial integration.

AUTHOR(S): Hayes, Edward J.

ARTICLE TITLE: "Environmental Press and Psychological Need as Related to Academic Success of Minority Group Students"

SOURCE: Journal of Counseling Psychology
VOL. 21(4) DATE 1974 (July)
PAGES 299-304 NO. OF PAGES 6

PURPOSE: To determine the extent of the relationship between environmental press and psychological need which influence minority students' performances in academic subjects.

SAMPLE: 138 respondents, of which 136 students were black.

METHOD: Letters were sent to 228 students. Only 138 responded. The College Characteristics Index, the Stern Activities Index, the Manifest Anxiety Scale, Rotter's Internal-External Scale, the Scholastic Aptitude Test, Verbal and Math, were used.

CONCLUSIONS: Positive correlations indicated congruence between student characteristics and specific environmental factors have implications for studies of college environments and student psychological needs related to academic performance among minority students.

AUTHOR(S): Hefferson, Andres; and Dieter Bruehl

ARTICLE TITLE: "Some Effects of Race of Inexperienced Lay Counselors on Black Junior High School Students"

SOURCE: Journal of School Psychology
VOL. 9 DATE 1971
PAGES 35-37 NO. OF PAGES 3

PURPOSE: To contrast the effect of race in counseling black students by lay counselors.

SAMPLE: Four black and four white college men - counselors - between 21-25.

Groups - 48 black eighth grade boys in groups of threes; two groups per counselor.

METHOD: Sample matched in reading levels, IQ's, and seventh grade attendance records. One group met counselor as trained person/other as a concerned person. Eight weeks of counseling sessions (two individual sessions). Students administered Mooney Problem Check List, revised version of Barrett-Lennard Relationship Inventory and an adjective check list. Last counseling session was optional.

CONCLUSIONS: Positive outcome enhanced when counselor is perceived as emphatic and understanding. Black adolescent counselees responded more favorably to black counselors, but some white lay counselors were acceptable and effective.

AUTHOR(S): Hill, Beatrice M., and Nelson S. Burke

ARTICLE TITLE: "Some Disadvantaged Youth Look at Their Schools"

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968 (Spring)

PAGES 135-139 NO. OF PAGES 5

PURPOSE: Review issues and approaches to teaching disadvantaged youth.

SAMPLE: Fifteen New York City workers,; Job Corps enrollees (two black and 2 female, one white and one Mexican American; and teachers).

METHOD: Workshop review.

CONCLUSION: There is more need for dialogue between educators and disadvantaged youngsters, so that the problems relating to race and self-image can be better understood.

AUTHOR(S): Hillson, Marie

ARTICLE TITLE: "The Reorganization of the School: Bringing About a Remission in the Problems Faced by Minority Youth"

SOURCE: Phylon

VOL. 28(3) DATE 1967

PAGES 230-245 NO. OF PAGES 16

PURPOSE: Present programs producing effective educational opportunities and successes through their focus on the strengths and need of lower-class and minority populations.

METHOD : Discussion.

CONCLUSIONS: Innovative programs should be implemented with disadvantaged youth. Those in charge of the schools should be aware of the life style of its school population. Greater awareness should lead to greater insights in setting up educational priorities, strategies and programs.

AUTHOR(S): Hodges, Patricia M.

ARTICLE TITLE: "Non-Cognitive Predictors as Alternatives in College Admission for the Culturally Deprived"

SOURCE: Journal of College Student Personnel

VOL. 8(2) DATE 1973 (Winter)

PAGE 154

PURPOSE: To study the role of non-cognitive predictors of academic success on culturally different students.

SAMPLE: Forty students (26 Mexican American, 11 Black, 2 Anglo, and 1 Puerto Rican) in a special directed studies program at Claremont Colleges.

METHOD: Longitudinal study: forty students compared to a control group of 38; cross-validated with group of 38 freshmen three years later. Source of date: demographic variables, college attitudinal surveys, personality measures, achievement tests.

CONCLUSIONS: The culturally different student may be affected more than white students by non-cognitive predictors of academic success.

AUTHOR(S): Houston, Laura Pires

ARTICLE TITLE: "Black People, New Careers, Humane Human Services"

SOURCE: Social Casework

VOL. 51 DATE 1970

PAGES 291-299 NO. OF PAGES 9

PURPOSE: Examination of the concept of 'New Careers' a federally funded and legislated program to aid unemployment-underemployment.

SAMPLE: Amendment to Economic Opportunity Act of 1964 - ESEA 1965.

METHOD: Explanation of how of program and its implications for the future.

CONCLUSIONS: More efforts like 'New Careers' are necessary to contribute to alleviating the problems affecting the quality of life for black people.

AUTHOR(S): Huyck, Eark

ARTICLE TITLE: "Faculties in Predominantly White/ Predominantly Negro Higher Institutions"

SOURCE: Journal of Negro Education

VOL. 35 DATE 1966

PAGES 381-392 NO. OF PAGES 12

PURPOSE: To illustrate the differences in the faculties employed by institutions of higher education attended predominantly by White students and those employed by institutions attended by Negro students.

SAMPLE: Faculty in white-Negro Institutions.

METHOD: National Survey of Teaching Faculty - Spring, 1963.

CONCLUSIONS: Negro institutions have more faculty teaching freshmen and sophomores; higher proportion of faculty teaching education, English, home economics as opposed to physical science, engineering, math in white institutions; higher proportion of women; few with doctorates; lower salaries.

AUTHOR(S): Ireland, Ralph

ARTICLE TITLE: "Education for What? A Comparison of the Education of Black South Africans and Black Americans"

SOURCE: Journal of Negro Education

VOL. 41 DATE 1972

PAGES 227-240 NO. OF PAGES 14

PURPOSE: To contrast and compare the education of Black Americans and Africans and to illustrate the effect of socio-political ideologies on education policies and practices.

SAMPLE: Bantu population of South Africa and representative Black Americans.

METHOD: In depth description of roles and functions of Bantu and Black Americans.

CONCLUSIONS: South Africa's educational system is directed toward the separation of the Bantu from the countries' mainstream. Blacks in America function under a system that tries to incorporate them into the country as a viable group. Differences arrived out of different needs, fears, geography, and history.

AUTHOR(S): Irvine, David J.

ARTICLE TITLE: "Needed for Disadvantaged Youth: an Expanded Concept of Counseling"

SOURCE: Journal of School Counselor

VOL. 15 DATE 1967-68

PAGES 176-179 NO. OF PAGES 4

PURPOSE: To explore the changing role of the counselor to meet the needs of disadvantaged students.

METHOD: Discussion.

CONCLUSIONS: Counselors should devote more attention to attitudes and feelings and their effects on behavior - break ties with conventional techniques and restricted thinking.

AUTHOR(S): Jackson, Gerald G.

ARTICLE TITLE: "Racial Self-Designation and the Preference for a Counselor"

SOURCE: Journal of Counseling Psychology

VOL. 20 DATE 1973 (November)

PAGES 560-565 NO. OF PAGES 6

PURPOSE: To determine if there was a relationship between race and counselor preference.

SAMPLE: 391 freshmen: black students in a urban college. Mean age 23.1; 144 males and 247 females.

METHOD: Questionnaire. Items concerning attitudes related to characteristics such as sex, age, socioeconomic group, race, etc. Students responded to questionnaire indicated if they thought themselves as black, colored, Afro-American, Negro.

CONCLUSIONS: Those self-designated as Black or Afro-American preferred a Black counselor more than those who called themselves colored or Negro. There were no significant intra-group differences on the other variables. All preferred counselors of similar socioeconomic group and age.

AUTHOR(S): Jencks, Christopher, and D. Riseman

ARTICLE TITLE: "The American Negro College"

SOURCE: Harvard Educational Review

VOL. 37 DATE 1967

PAGES 3-60 NO. OF PAGES 58

PURPOSE: To explore the role of contemporary Negro colleges and possibilities for change in light of their historical background.

METHOD: Discussion.

CONCLUSIONS: Few major changes are likely within the present framework. New alternate roles must be assumed.

AUTHOR(S): Johnson, David

ARTICLE TITLE: "Freedom School, Effectiveness Changes in Attitudes of Negro Children"

SOURCE: Journal of Applied Behavioral Sciences

VOL. 6(2) DATE 1966

PAGES 323-330 NO. OF PAGES 8

PURPOSE: Report the effect of teaching black history to Negro students.

SAMPLE: Ten black children from stable middle-class homes: four boys and six girls between ages 8-13 attending Freedom School in New York.

METHOD: Interviews, selected factors from Cottell's Child Personality Questionnaire used to compare students with the "average" American child.

CONCLUSIONS: Teaching black history and culture can be effective in changing the attitudes of Negroes toward their own social group.

AUTHOR(S): Jones, Alvin H.

ARTICLE TITLE: "An Investigation of Self-concept Using Group Counseling with Afro-American Male Ninth Grade Students"

SOURCE: Dissertation Abstracts International

VOL. 32(6-A) DATE 1971

PAGE 3031

PURPOSE: To determine if self-concept of black male students could be improved through the use of group counseling using the problem-identification model.

SAMPLE: 99 male ninth grade Afro-American students in Arizona.

METHOD: 32 subjects, divided into groups of eight: 1 experimental, 1 control group (32 received no treatment). Lipset's Self-Concept Scale, Vance and McLean's Index of Adjustment and a form of semantic differential were administered.

CONCLUSIONS: Group counseling did not produce any significant changes in self-concept. There was no significant difference between the experimental and control groups on semantic differential. The control group showed a more positive attitude on the concepts of Afro-Americanism.

AUTHOR(S): Kallingal, Anthony

ARTICLE TITLE: "The Prediction of Grades for Black and White Students at Michigan State University"

SOURCE: Journal of Educational Measurement

VOL. 8 DATE 1971

PAGES 263-265 NO. OF PAGES 3

PURPOSE: Comparison of regression equations to determine if there is a significant difference between the equations for black and white students.

SAMPLE: Freshmen entering MSU in the fall of 1968, excluding foreign, part time students, and those with incomplete data: 225 black and 511 white students.

METHOD: Second year cumulative GPA computed on 4-point scale predicted from scores on MSU English, Reading tests and from the Verbal Informational and Numerical subtests of the College Qualification Test.

CONCLUSIONS: There is a difference in the regression equations for white and black students. Use of the white regression equation would result in overestimation of criterion values.

AUTHOR(S): Kandel, Denise B.

ARTICLE TITLE: "Race, Maternal Authority and Adolescent Aspirations"

SOURCE: American Journal of Sociology

VOL. 76(6) DATE 1971 (May)

PAGES 999-1020 NO. OF PAGES 22

PURPOSE: To determine the relationship of the absence of the father in the home and the matriarchal character of black families, and if this family structure is educationally detrimental to black males.

SAMPLE: 1,683 high school students in a working class community and the mothers of the students.

METHOD: Questionnaire.

CONCLUSIONS: Mothers exercise greater authority toward girls in black families rather than in white families in intact homes. Black boys closer to mother. In broken families black girls are closer to their mothers than white girls. There appears to be greater maternal authority and identification with the female role model in black families irrespective of structural integrity or socioeconomic level. Black mothers and adolescents have higher educational aspirations than whites.

AUTHOR(S): Kane, Thomas, and James T. Tedeschi

ARTICLE TITLE: "Impressions Created by Conforming and Independent Persons"

SOURCE: Journal of Social Psychology

VOL. 91 DATE 1973 (October)

PAGES 109-116 NO. OF PAGES 7

PURPOSE: To examine the impressions created by a conforming or independent person in a backwards version of the Asch Conformity Paradigm.

SAMPLE: 80 male college students.

METHOD: Triads formed; subjects responded to erroneous judgments on stimuli presented. Critical subject was brought into the group and the influence of the total peer group on his responses were noted. Questionnaire issued on impressions of critical subject, and themselves on separate abbreviated Semantic Diffefentials and the critical subject on Byrne's Interpersonal Judgment Scale.

CONCLUSIONS: One generally conforms to group pressure to gain approval and avoid rejection when the behavior at issue is positively valued by the group. Attempts to induce conformity to known erroneous judgment devalues one's own conduct.

AUTHOR(S): Kapel, David E.

ARTICLE TITLE: "Conceptual Structures of High Risk Black and Regular Freshmen Toward College Related Stimuli"

SOURCE: Journal of Negro Education

VOL. 41 DATE 1972

PURPOSE: To compare the attitudes and/or semantic structures toward college related and personal stimuli of high risk versus regular freshmen.

SAMPLE: 278 students in a communications class.

METHOD: Six comparison groups formed. Osgood's Semantic Differential Technique was administered. College related stimuli were chosen using author judgment and that of director of the high risk group.

CONCLUSIONS: Blacks had a more negative self-concept. Females saw themselves higher than males. White males are more negative in their feelings towards blacks than white females. Blacks had a lower acceptance of whites than whites of blacks. Blacks responses to stimuli were different from white counterparts. Blacks were more racially sensitive.

AUTHOR(S): Karpas, Melvin, and Raymond Matthewson

ARTICLE TITLE: "Social Status and American Education"

SOURCE: International Journal of Comparative Sociology
VOL. 5 DATE 1964
PAGES 166-181 NO. OF PAGES 16

PURPOSE: To explore the role of education in improving class status.

METHOD: Method consisted of discussion of American class structure and improving one's social class status.

CONCLUSIONS: America is socially stratified. The Public Schools afford one of the best opportunities for people from all classes to mingle and associate without regard to social class. The schools' population is comprised of about two thirds from the lower class. It is a function of the school to teach them the basic skills of our society.

AUTHOR(S): Katz, Irvin

ARTICLE TITLE: "Academic Motivation and Equal Educational Opportunity"

SOURCE: Harvard Educational Review
VOL. 38(1) DATE 1968 (Winter)

PURPOSE: Research on motivation, self-criticism and anxiety among Negro students with low achievement levels.

SAMPLE: Northern "de facto" segregated elementary school fourth through sixth graders.

METHOD: Self-evaluation. Simple task presented. Student was to press button indicating how he felt about the task; Test was administered: Reinforcement and History Questionnaire, Text Anxiety Scale for Children for boys.

CONCLUSIONS: Anxiety among minority students may be more a function of perceived isolation and exclusion from the main American opportunity structure than awareness of intellectual limitations. Throughout there were evidences of self-devaluation and anxiety in this racially isolated institution. May be related to educational values and practices of the home as well as student attitudes.

AUTHOR(S): Kell, Leone, and Esther Herr

ARTICLE TITLE: "Reaching Low Income Students in Home Economics Classes"

SOURCE: Marriage and Family Living

VOL. 25 DATE 1963

PAGES 214-218 NO. OF PAGES 5

PURPOSE: To gather data on the background and interests of low income students in order to better meet their academic needs.

SAMPLE: 45 junior high school pupils: 15 Mexican, 15 Negro and 15 white in ninth grade home economics.

METHOD: Tape-recorded interview session with their home economics teacher. Incomplete sentence questionnaire.

CONCLUSIONS: Knowledge of home life, goals, wishes are essential in the planning and effecting educational or counseling procedures. Knowledge of the customs and traditions of the various subcultures is also important.

AUTHOR(S): Kerckhoff, Richard

ARTICLE TITLE: "The Problem of the City School"

SOURCE: Journal of Marriage and the Family

VOL. 26 DATE 1964

PAGES 435-439 NO. OF PAGES 5

PURPOSE: To discuss the use of special projects and the new role of educators in meeting the needs of the problems in the city school in the context of racial and economic problems.

SAMPLE: Schools in problem cities.

METHOD: Discussion.

CONCLUSIONS: The city school has problems because the city has problems. The educator in the problem school has to have an anthropological approach. Adjustments must be made in the culture of the child's school and the child in order to meet educational needs. This can be accomplished through the use of field trips, more parent involvement, increased use of school facilities by the community and the use of innovative techniques. Emphasis should be placed on the development of interpersonal relations skills.

AUTHOR(S): Kierman, Irene, and Roy P. Daniels

ARTICLE TITLE: "Signs of Social Change Through an Exploratory Study of 23 Negro Students in a Community College"

SOURCE: Journal of Negro Education

VOL. 36 DATE 1967

PAGES 129-135 NO. OF PAGES 7

PURPOSE: Summarize signs of social change as evinced by mobile Negroes in northeastern urban areas.

SAMPLE: 23 students, between 18-24 years of age. All but one representative of lower class family types. Four families of West Indian origin, 11 from South and 7 of southern heritage.

METHOD: Counseling service, interviews, and review of admission test scores.

CONCLUSIONS: The social and cultural changes taking place are affected by the subculture. The move from lower to a middle class status involves personal anxiety, bitterness, self-denial, and hatred of one's group and of the aspired group. Student failure was caused by the student's inability to perceive the influence of these barriers to social differentiation.

AUTHOR(S): King, Charles E.

ARTICLE TITLE: "Differential Responses to Black and White Males by Female Teachers in a Southern City"

SOURCE: Sociology and Social Research

VOL. 57 DATE 1973 (July)

PAGES 482-494 NO. OF PAGES 13

PURPOSE: An analysis of teacher-pupil interaction by race and sex.

SAMPLE: Southern City School Elementary Population, grade 1-4.

METHOD: Description of desegregation plan in primary grades and description of school setting. Analysis of classroom behavior based on direct observation.

CONCLUSIONS: White males (fourth grade) had more interaction than did white females or black students with the teacher. The black male is least likely to initiate contact with the teacher and least likely to have a positive exchange with educational environment. Most of interaction of a disciplinary nature.

AUTHOR(S): Klein, Edward B.

ARTICLE TITLE: "When Warring Groups Meet: the Use of a Group Approach in Police-Black Community Relations"

SOURCE: Social Psychiatry

VOL. 6 DATE 1971 (May)

PURPOSE: To explore the effect of group dynamic approaches on changing attitudes and behavior.

SAMPLE: Community leaders, residents, police chief, police officers and a black community in time of crisis.

METHOD: Modified group dynamics approach.

CONCLUSIONS: A greater understanding of opposing groups can be accomplished through group approaches.

AUTHOR(S): Kleinfield, Judith

ARTICLE TITLE: "Sense of Fate Control and Community Control of the schools"

SOURCE: Education and Urban Society

VOL. 3(3) DATE 1971 (May)

PAGES 277-300 NO. OF PAGES 24

PURPOSE: To examine the validity of the Coleman Fate-Control Scale; to determine how believing on control and academic self-concept relate to the achievement of black students; and to relate the Fate-Control Variable to measures used by community control advocates.

SAMPLE: Coleman Report, et.al. 1966: 166 disadvantaged black students.

METHOD: Questionnaires, General Self-Concept of Ability Scale, Self-Esteem Scale, Internal and External Causes of Achievement Scale and Internal, External Barriers to Achievement Scale were administered. Developed from interviews of white and black 7-12 graders.

CONCLUSIONS: Sense of fate control irrelevant to debate over community control of schools. Academic self-concept is most related to school achievement among black students; no beliefs about fate control. Scale was invalid.

AUTHOR(S): Klopf, Gordon, and Garda W. Bowman

ARTICLE TITLE: "Preparation of School Personnel to Work in an Urban Setting"

SOURCE: Urban Affairs Quarterly
VOL. 2(1) DATE 1966
PAGES 120-128 NO. OF PAGES 9

PURPOSE: To define the role of education in bridging the gap between the benefits of urban living and the problems of attaining these benefits.

METHOD: Essay.

CONCLUSIONS: Educators must view urban education in the total spectrum rather than education of the disadvantaged. The urban teacher must have special training, belief in the equality of man, and must believe in the school as a central force in providing equal opportunity.

AUTHOR(S): Kozol, Johnathan

ARTICLE TITLE: "Halls of Darkness: In the Ghetto Schools"

SOURCE: Harvard Educational Review
VOL. 37(3) DATE 1967
PAGES 379-407 NO. OF PAGES 28

PURPOSE: To relate experiences in ghetto schools; describe traits and attitudes felt representative of such schools.

SAMPLE: Sample of ghetto schools.

METHOD: Essay.

CONCLUSIONS: Most ghetto schools are old and morbid, located in an atmosphere of desolation. Teachers act more or less as guards. There is a high percentage of teachers ladened with covert and often times overt racism. Expectation levels are lower. Inadequate attention is given to the emotional and mental needs of the children.

AUTHOR(S): Kunce, Joseph F.; Monroe A. Bruch; Mark H. Thelen

ARTICLE TITLE: "Vicarious Induction of Academic Achievement Behavior in Disadvantaged Adults"

SOURCE: Journal of Counseling Psychology

VOL. 21(6) DATE 1974 (November)

PURPOSE: To investigate the use of a modeling strategy to facilitate academic achievement behavior in disadvantaged adults.

SAMPLE: 26 subjects: 21 females (7 black, 14 white) and 5 males (4 black, 1 white).

METHODS: Eight specific skill behaviors were components. Separate videotypes were constructed for each of the eight skills. The control group went to the lounge and relaxed. The experimental group took the training program, which consisted of the tapes and discussions.

CONCLUSIONS: The study provided tentative evidence that substantial behavioral changes can be induced vicariously from observation of a model depicting specific attitudes and interrelated skill behaviors.

AUTHOR(S): Laffy, Donna

ARTICLE TITLE: "Help Seeking Behavior in Second, Third, and Sixth Grade Negro Boys of Low and Middle Socio-economic Status"

SOURCE: Dissertation Abstracts

VOL. 31(2-B) DATE 1970 (August)

PAGE 908

PURPOSE: To investigate help-seeking behavior in middle and lower class Negro boys.

SAMPLE: 96 boys enrolled in second, fourth and sixth grades in six predominantly Negro schools in the South.

METHOD: Presented with four tasks and asked to choose either an adult or peer to help him.

CONCLUSIONS: When IQ is held constant, middle class boys rely on adults for help when presented with an intellectual or academic task.

AUTHOR(S): LaGaipa, John L.

ARTICLE TITLE: "Stereotypes and Perceived Ethnic Role Specialization"

SOURCE: Journal of Social Psychology

VOL. 85 DATE 1971

PAGES 285-292 NO. OF PAGES 8

PURPOSE: To examine changes in stereotypes when a person of ethnic minority is in a role associated with his ethnic group vs. his engagement in roles seldom associated with his ethnic group.

SAMPLE: 350 University of Michigan students.

METHOD: Questionnaire to determine occupational stereotypes, stereotypes evoked by each of the ethnic concepts surveyed, and to determine stereotypes evoked by the various ethnio-occupation configurations.

CONCLUSIONS: Stereotypes changed as the occupational role was changed. Different traits were assigned to ethnic persons in modal and nonmodal roles. Many of the stereotypes evoked by the modal occupation were the same as the stereotypes evoked by the ethnic concept.

AUTHOR(S): Lefkowitz, David M., and Judith Baker

ARITCLE TITLE: "Black Youth: A Counseling Experience"

SOURCE: Journal of School Counselor
VOL. 18 DATE 1970-71

PURPOSE: To describe experience in counseling black students.

SAMPLE: 14 students ranging from 13-17 - university students.

METHOD: Counseling sessions.

CONCLUSIONS: Physical action approach combined with a sense of genuineness proved to be effective in eliminating barriers in the counseling situation.

AUTHOR(S): Lestle, Larry; Leven Joel; David Wangsler

ARTICLE TITLE: "The Effect of Preservice Experience with the Disadvantaged on the First Year Teachers in Disadvantaged Schools"

SOURCE: Education and Urban Society
VOL. 3-4 DATE 1971
PAGES 398-413 NO. OF PAGES 15

PURPOSE: To test differences in the perceptions of disadvantaged by those with some pre-exposure to disadvantaged as compared to those lacking any pre-experience.

SAMPLE: First year teachers of disadvantaged in Utah and their principals. 161 teachers selected on basis of experience with disadvantaged.

METHOD: Careful selection of disadvantaged school - questionnaires issued to principals and teachers. Principals rated teachers. Teachers, principals, students interviewed. Student teaching records were examined.

CONCLUSIONS: Pre-service training had little effect on attitudes or effectiveness. Teacher experience more related to effectiveness.

AUTHOR(S): Levine, Daniel U.

ARTICLE TITLE: "Black Power, Implications for the Urban Educator"

SOURCE: Education and Urban Society

DATE 1969

PAGES 139-160 NO. OF PAGES 21

PURPOSE: Description of the black power movement and its implications for educators.

SAMPLE: Generalizations.

METHOD: Discussion.

CONCLUSIONS: The black power movement could be beneficial in providing a sense of security needed for successful school performance. Educators must be selective in identifying with certain radical groups; but join forces with facets emphasizing cultural heritage and positive self-images when desirable.

AUTHOR(S): Lightfoot, Orlando, M.D.,. and Doublas L. Foster, M.D.

ARTICLE TITLE: "Black Studies, Black Identity Formation and Some Implications for Community Psychiatry"

SOURCE: American Journal of Orthopsychiatry

VOL. 40 DATE 1970 (October)

PAGES 751-755 NO. OF PAGES 5

PURPOSE: To explore the role of the community psychiatrist in affecting black identity as a function of the socio-cultural mode of our times.

METHOD: Paper reflecting the authors' experiences through readings and involvements with black people.

CONCLUSIONS: Black studies in black communities should be organized, implemented by and reflective of the philosophical views of blacks rather than from a white point of view. Whites could work under black leadership. Whites could use their time more forcefully and effectively in the white community helping to alleviate social and political barriers to blacks that exist there.

AUTHOR(S): Lincoln, Eric C.

ARTICLE TITLE: "The Relevance of Education for Black Americans"

SOURCE: Journal of Negro Education

VOL. 38 DATE 1969

PAGES 218-223 NO. OF PAGES 5

PURPOSE: To determine if education is a mode of transference into the American mainstream.

METHOD: Discussion of data related to changes in educational policy towards blacks and attitudes of blacks toward education.

CONCLUSIONS: Black Americans are prone to feel that education is one of the more important factors contributing to the improvement of their lives and participation in American society. The increased number of blacks who have improved educationally has not resulted in an equal amount of increased economic or social standing. Education has lead blacks into social and economic oblivion.

AUTHOR(S): Litcher, John H.

ARTICLE TITLE: "Use of Pictures of Multiethnic Interaction to Change Attitudes of White Elementary School Students Toward Blacks"

SOURCE: Psychological Reports

VOL. 33

PAGES 367-372 NO. OF PAGES 6

PURPOSE: To determine the effect of multiethnic pictures on the attitudes of white children.

SAMPLE: 128 white second graders in a mid-western metropolitan area.

METHOD: Multiethnic pictures of groups of children in various settings were shown to the children (24 - shown multi-ethnic of middle class status). 24 - pictures of mixed racial groups in lower class inner city settings. 8- - used regular curriculum. Instruments used: Clark Doll Test, Peer Evaluation and Preference Test, Categories Test, and Show Me Test. Direct comparisons test to determine stereotypes.

CONCLUSIONS: Attitudes were not affected by the use of multi-ethnic pictures.

AUTHOR(S): Littig, Lawrence W.

ARTICLE TITLE: "Negro Personality Correlates of Aspiration to Traditionally Open and Closed Occupations"

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968

PAGES 31-36 NO. OF PAGES 6

PURPOSE: To assess the relationship for achievement, motivation, social class identification, and aspirations to traditionally open and closed occupations.

SAMPLE: 70 male Negro undergraduates at Howard University.

METHOD: Achievement Motivation measured by Content Analysis of the Test of Insight; Social Class identification and occupational goals were obtained from a questionnaire - Vocational Aspiration of University Students.

CONCLUSIONS: There was strong achievement motivation and working class identification related to aspiration to closed occupations. Weak achievement motivation and middle class identification were related to aspirations and traditionally open occupations.

AUTHOR(S): Long, Barbara

ARTICLE TITLE: "Teachers' Judgements of Black and White School Beginners"

SOURCE: Sociology of Education
VOL. 44(3) DATE 1971
PAGES 358-368 NO. OF PAGES 11

PURPOSE: To study classroom behavior.

SAMPLE: 95 Negro and 93 white first graders.

METHOD: Teachers observed the students and rated them on a 24 point behavioral scale, the Otis Quick Mental Ability Test. The Metropolitan Readiness scores were obtained from school records and re-administered when students entered the second grade.

CONCLUSIONS: Commonalities and race-related differences were reflected in the teachers' judgements.

AUTHOR(S): Mackler, Bernard

ARTICLE TITLE: "Grouping in the Ghetto"

SOURCE: Education and Urban Society

VOL. 2(1) DATE 1969

PAGES 80-96 NO. OF PAGES 17

PURPOSE: To study operations in a ghetto school and how it can provide success for the students.

SAMPLE: Harlem School - 1,000 pupils. Longitudinal study of 154 students.

METHOD: Staff interviewed. Achievement, creativity, intelligence and sociometric tests were administered. School under observation for three years. Studied achievement, teacher-pupil mobility.

CONCLUSIONS: There were ability groups, age groups, behavior groups. Minority students are generally in the lowest groups. Those in the top groups stay there or may drop somewhat but the bottom group seldom if ever moves to the top group.

AUTHOR(S): Mann, Philip H.

ARTICLE TITLE: "Modifying the Behavior of Negro Educable Mentally Retarded Boys Through Group Counseling Procedures"

SOURCE: Journal of Negro Education

VOL. 38 DATE 1967 (Spring)

PAGES 121-128 NO. OF PAGES 8

PURPOSE: To determine the effect of counseling on the concepts held by educable mentally retarded boys with respect to anxiety, academics, deportment, attention, age, IQ, and race.

SAMPLE: 36 EMR handicapped boys identified as behavior problems.

METHOD: Group 1: 6 students receiving 12 one-hour counseling sessions in a structured, supportive setting. Group 2: No counseling. Both groups administered Children's Self Concept Scale, the Way I Feel About Myself Scale, Children's Manifest Anxiety Stale, Pupil Behavior Rating Scale, Index of Status Characteristics.

CONCLUSIONS: Self-concept can be modified through group counseling within the school setting for both black and white retardates.

AUTHOR(S): Marcus, Robert E. Bispo

ARTICLE TITLE: "Social Change and Curriculum Innovation"

SOURCE: Journal of Negro Education

VOL. 36 DATE 1967

PAGES 121-128 NO. OF PAGES 8

PURPOSE: High school staff originates a curriculum to meet the needs of low socio-economic students.

SAMPLE: Students at Benjamin Franklin Junior High in San Francisco.

METHOD: Hand picked staff (compassionate, understanding, experienced in settings similar to Franklin and of highest academic qualifications as possible). Set up a program exposing children to middle and upper class Negro dignitaries and built curriculum around these images.

CONCLUSIONS: Students eager, attendance improved. Teachers had opportunity to see Negroes not as simply viewing the disadvantaged child but in a successful setting. Plan can be aid in increasing racial balance. Normative study needed to statistically establish the success of the program.

AUTHOR(S): Marsh, Paul, and Minnie Brown

ARTICLE TITLE: "Facilitative and Inhibitive Factors in Training Program Recruitment among Rural Negroes"

SOURCE: Journal of Social Issues

VOL. 21(1) DATE 1965 (January)

PAGES 110-125 NO. OF PAGES 16

PURPOSE: To determine interest of rural Negroes in additional education or training.

SAMPLE: 872 black residents from twelve communities in North Carolina between 18-49 years of age.

METHOD: Paper interpreting data presented in earlier research project.

CONCLUSIONS: High level of interest in educational and training programs considered relevant to better job opportunities. Greater impetus needed to motivate lower income participants. Success of such programs dependent upon the understanding and commitment expressed by leaders at the community level.

AUTHOR(S): McCandles, Boyd R.; Albert Roberts; and Thomas Starnes

ARTICLE TITLE: "Teachers' Marks, Achievement Test Scores and Aptitude Relations with Respect to Social Class, Race and Sex"

SOURCE: Journal of Educational Psychology

VOL. 63 DATE 1972

PAGES 153-159 NO. OF PAGES 7

PURPOSE: To test validity of scores on aptitude test predicting equal scores for boys and girls, but better for the advantaged child over the disadvantaged; to determine if teachers' marks are lower for boys than girls, favoring middle class over lower class, lowest for black males; and to determine if teachers give girls higher marks than boys despite similarities in achievement as measured by Achievement tests.

SAMPLE: 213 disadvantaged children; 230 advantaged children. 221 boys and 221 girls. 225 blacks and 218 whites. Seventh graders.

METHOD: Collected dates and data from pupil records. Metropolitan Achievement Test scores were converted to grade equivalents and averages taken for achievements in reading and arithmetic.

CONCLUSIONS: Girls' scores are predicted better than boys'; disadvantaged children's results better than advantaged. Achievement performance of black children predicted better by Intelligence tests than whites. Teachers give higher marks to girls; black males receive lowest marks.

AUTHOR(S): Maynard, Peter E.

ARTICLE TITLE: "Assessing the Vocational Maturity of Inner City Youths"

SOURCE: Dissertation Abstracts
VOL. 31 DATE 1971
PAGES 4468-A

PURPOSE: To determine the applicability of the developmental construct of vocational maturity to those in marginal socio-economic circumstances.

SAMPLE: 450 randomly selected eighth grade boys: 90 from an inner city black school, 90 from an inner city white school, 90 white and 90 blacks from an inner city integrated school, 90 whites from a suburban middle class school.

METHOD: Administered Vocational Development Inventory and the Vocational Questionnaire designed for this investigation. Reviewed most recent Intelligence scores.

CONCLUSIONS: Using the VDI with urban lower socio-economic groups was impractical. Vocational Questionnaire was useful in assessing vocational maturity of inner city boys.

AUTHOR(S): McGee, D. Phillip

ARTICLE TITLE: "White Conditioning of Black Dependency"

SOURCE: Journal of Social Issues

VOL. 29 DATE 1973

PAGES 53-56 NO. OF PAGES 4

PURPOSE: To explore the role played by the black man in perpetuating the welfare mentality.

METHOD: Discussion.

CONCLUSIONS: The behavioral acquiescence of black people has led to this state of dependency. Not until black people are aware of this external conditioning can they strive for mental liberation.

AUTHOR(S): McGrew, John M.

ARTICLE TITLE: "Counseling the Disadvantaged Child: a Practice in Search of a Rationale"

SOURCE: Journal of School Counselor

VOL. 18 DATE 1970-1971

PAGES 165-173 NO. OF PAGES 8

PURPOSE: To analyze the role of the counselor and the disadvantaged child.

METHOD: Discussion.

CONCLUSIONS: The counselor should be a mediator between the culture of the school and that of the community. The traditional role of the counselor must give way to other forms of intervention which places the focus on the strengths of the black community and in the development of a more positive self-image in black youth.

AUTHOR(S): McKinley, Cameron K.

ARTICLE TITLE: "The Upward Mobile Negro Family in Therapy"

SOURCE: Diseases of the Nervous System
VOL. 31 DATE 1970 (October)
PAGES 710-715 NO. OF PAGES 6

PURPOSE: To explore the structure and dynamics of the middle-class Negro family and the effects of counseling on resolving problems.

SAMPLE: Three middle-class Negro families.

METHOD: family therapeutic sessions.

CONCLUSIONS: Clients were unresponsive to the suggestions of therapists. Resented intrusion. Race limited the doctor-patient relationship. More time needed in developing rapport between patient group and the therapy team; this could have aided in overcoming the feelings of intimidation felt by the patient group. Role reversal techniques using "psychodrama" proved to be an effective technique.

AUTHOR(S): McMillan, William B.

ARTICLE TITLE: "The Effectiveness of Tangible Reward Systems with Sixth Grade Ghetto Children in a Regular Classroom Situation"

SOURCE: Psychology in the Schools

VOL. 10 DATE 1973

PAGES 373-378 NO. OF PAGES 6

PURPOSE: To determine the feasibility of a reward system with older ghetto children.

SAMPLE: 33 sixth grade students in East St. Louis.

METHOD: Data and information sheets were completed providing data on home and family background, occupation, source of income, education; information applied to the Index of Social Status. Materials used: Sullivan Associates Programmed Series I, II (1968), Standard Classroom Control, ABA Design. Money was the reward. Pre and post tests given on achievement and questionnaires on various aspects for study given to students, parents, and teachers.

CONCLUSIONS: Conditions of high structure are more important to disadvantaged older children. One should proceed with caution when applying behavior modification techniques to such populations.

AUTHOR(S): McNamara, J. Regis

ARTICLE TITLE: "Behavior Therapy in the Classroom"

SOURCE: Journal of School Psychology

VOL. 7 DATE 1968

PAGES 48-51 NO. OF PAGES 4

PURPOSE: To relate the use of a behavior modification program on preschool children in Head Start class.

SAMPLE: 5 year old Negro girls.

METHOD: Use of reciprocal inhibition techniques and shaping procedures. Classroom observation. Made use sequential presentation of fear associated cues in the presence of preferred toys and candy.

CONCLUSIONS: The behavior changes could not be attributed to the modification program alone. Further study needed to demonstrate the real effect of the procedure.

AUTHOR(S): Schuster, Jeannette W.

ARTICLE TITLE: "The Values of Negro and Caucasian Children"

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968

PAGES 90-93 NO. OF PAGES 4

PURPOSE: To determine if values of upper class Negro elementary school children are significantly different from those of Caucasian children.

SAMPLE: 93 children, grades one, two and three. 40 were Negro residents of San Bernardino, California and 53 were Caucasians from Campus Laboratory School at San Diego State College.

METHOD: Rowland's Elementary School Stdy. of Values.

CONCLUSIONS: There were no significant differences between the mean of the females of either race on any value, and only one significant difference for the males and that was in theoretical values.

AUTHOR(S): Segalman, Robert

ARTICLE TITLE: "Ethnic Assimilation/Economic Status as Related to College Entrance"

SOURCE: Rocky Mountain Social Science Journal

VOL. 3 DATE 1966

PAGES 110-121 NO. OF PAGES 12

PURPOSE: To investigate whether a college entrance is limited to specific economic classes of assimilated Americans.

SAMPLE: All full-time freshmen at Alpha College who had graduated.

CONCLUSIONS: The study contradicted the hypothesis that the Spanish-American named students would be present in the population studies in a disproportionately small number compared to the Spanish-American named population in Alpha City.

AUTHOR(S): Shanks, Hershel

ARTICLE TITLE: "Equal Education and the Law"

SOURCE: American Scholar
VOL. 39 DATE 1970 (Spring)
PAGES 255-269 NO. OF PAGES 15

PURPOSE: To present case reports verifying the fact that client/therapist relationship may not be beneficial if both are of the same ethnic background.

METHOD: Case reports.

CONCLUSIONS: The therapist must seek to understand the experiences of his patient. However, when values and assumptions are shared by both there is some risk that irrationality of certain attitudes may escape the therapist's notice.

AUTHOR(S): Shields, Eldon E.

ARTICLE TITLE: "The Effects of Varied Group and Individual Counseling Methods Upon Culturally Different Freshmen"

SOURCE: Dissertation Abstracts
VOL. 31(6-A) DATE 1970 (December)
PAGES 2692-2693

PURPOSE: To determine the influence of four different methods of counseling on the attitudes and behavior as reflected on selected personality measures of culturally different freshmen.

SAMPLE: 200 culturally different primarily Negro students recruited from to attend Indiana University.

METHOD: Group and individual action oriented and group and individual insight oriented approaches.

CONCLUSIONS: No different effect of the four counseling treatments on the attitudes and behavior of culturally different freshmen of two races of the counselors or the interaction of the treatment with the race of the counselor on attitudes and behavior of these freshmen.

AUTHOR(S): Shulman, L.S.

ARTICLE TITLE: "Negro-White Differences in Employability, Self-Concept and Related Measures Among Adolescents Classified as Mentally Handicapped.

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968

PAGES 227-240 NO. OF PAGES 14

PURPOSE: To study the determinants and course of vocational development in adolescents identified as mentally handicapped.

SAMPLE: Group of mentally retarded Negro and white adolescents.

METHOD: Longitudinally study; Diagnostic assessment.

CONCLUSIONS: Incidence of misclassification is unnecessarily high. Special classes in inner city should be abolished until the development of better identifying the etiologies of educational handicaps. Develop more adequate methods of remediating educational handicaps.

AUTHOR(S): Siegler, Seymour

ARTICLE TITLE: "Play Production as a Technique of Group Counseling with Disadvantaged Negro Adolescents"

SOURCE: Dissertation Abstracts

VOL. 32(6-A) DATE 1971 (December)

PAGES 3105

PURPOSE: To investigate the use of play production as a group counseling technique with disadvantaged black adolescents..

SAMPLE: Subjects were chosen from the black juniors and seniors at Red Bank (N.J.) Regional High School.

METHOD: Self-concept testing; self-concept rating scale; Personal Efficiency Scale.

CONCLUSIONS: Technique alone will not change the impact that the lifelong struggle for self-identity has upon black people. Effective techniques for measuring self-concept of blacks need to be devised.

AUTHOR(S): Smith, Paul M.

ARTICLE TITLE: "Drop-Out Prone Feeling with Urban and Small Town Culturally Disadvantaged Pupil"

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968

PAGES 79-81 NO. OF PAGES 3

PURPOSE: To determine whether culturally disadvantaged eighth graders attending a city school respond toward drop-out toned items to the same degree as those attending a small town school.

SAMPLE: The 141 Negro pupils surveyed were drawn at random to obtain one-third of the eighth graders from each group. There were 149 small town school students from which fifty were selected for study; whereas the city sample consisted of 91 out of 270 pupils.

METHOD: The data was gathered through the use of a 35 item questionnaire developed from implications of research findings pertaining to the behavior of dropouts. All items on the instrument were drop-out prone.

CONCLUSIONS: Culturally disadvantaged pupils attending the small town school did not respond to the drop-out toned items to the same degree as pupils attending the urban school. Since this inquiry is limited in scope and method, the results must necessarily pertain to the sample.

AUTHOR(S): Socklin, Allen L.

ARTICLE TITLE: "Education, Occupation, and Income of Non-White Women"

SOURCE: Journal of Negro Education

VOL. 41 DATE 1972

PAGES 343-351 NO. OF PAGES 9

PURPOSE: To study some of the racial aspects of discrimination against Negro women.

CONCLUSIONS: Occupational progress: Non-whites have made rapid gains relative to white women in the 1940-70 period. Non-white women earn less than white women. Non-white women are obtaining jobs requiring higher levels of skill. There is a significant difference in earning of white and black women in the South.

AUTHOR(S): Stamps, Louis

ARTICLE TITLE: "The Effects of Intervention Techniques on Children's Fear of Failure Behavior"

SOURCE: Journal of Genetic Psychology

VOL. 123 DATE 1973 (September)

PAGES 85-97 NO. OF PAGES 13

PURPOSE: To study the effects of self-reinforcement and group therapy intervention techniques in modifying the fear of failure motivation and classroom behavior.

SAMPLE: 123 male fourth through sixth grade elementary school students at Weinland Park Elementary School, Columbus, Ohio.

METHOD: The TAT was administered to all subjects according to standard neutral instructions.

CONCLUSIONS: The effects of self-reinforcement and group therapy intervention techniques to provide success and reward experience for children and develop internal patterns of positive reinforcement, feeling of competency, and self-esteem as measured by more realistic levels of aspiration, increases in academic performance and decreases in a projective measure of fear or failure motivation.

AUTHOR(S): Stevens, James H.

ARTICLE TITLE: "Speech Discrimination in Black and White Children"

SOURCE: Language and Speech

VOL. 16 DATE 1973 (April)

PAGES 123-129 NO. OF PAGES 7

PURPOSE: To determine how speaker differences affect black and white adolescent's performance on speech discrimination tests.

SAMPLE: 10 black and 10 white tenth grade students.

METHOD: The stimuli were recorded monosyllabic words from Harriett L. Haskins' Kindergarten PB Words Lists.

CONCLUSIONS: Indicate that black students do not find the white speech more difficult to comprehend than do white students. White students on the other hand do have considerable difficulty in the comprehension of black speech within the context of difficult listening situations.

AUTHOR(S): Sullivan, Allen R.

ARTICLE TITLE: "The Difference of Social Processes on the Learning Abilities of Afro-American School Children: Some Educational Implications"

SOURCE: Journal of Negro Education

VOL. 41 DATE 1972

PAGES 127-136 NO. OF PAGES 10

PURPOSE: To define characteristics and educational needs of children considered "educationally deprived."

SAMPLE: 120 Afro-American males enrolled in kindergarten, third and sixth grades, eligible for Title I funds.

METHOD: Standard interviews.

CONCLUSIONS: Children from the same socioeconomic level could be further divided among social process dimensions which are related to their performances. On learning tasks, designing educational programs for children according to their "socio-economic" level will be useless because there are other social considerations.

AUTHOR(S): Studolsky, Susan, and Gerald Lesser

ARTICLE TITLE: "Learning Patterns in the Disadvantaged"

SOURCE: Harvard Educational Review
VOL. 37 DATE 1967 (Fall)
PAGES 546-593 NO. OF PAGES 47

PURPOSE: To examine five classes of learning indicators.

SAMPLE: Children from families of low socio-economic status, with minority racial status, and from rural areas.

CONCLUSIONS: Future research both developmental in origin and school based, direct researchers to refine and extend the gross classifications.

AUTHOR(S): Swanson, Bert

ARTICLE TITLE: "Psycho-Political Patterns of School Desegregation"

SOURCE: Education and Urban Society
VOL. 1 DATE 1969
PAGES 193-230 NO. OF PAGES 38

PURPOSE: To outline ways in which the psychologist and psychiatrist can make significant contributions to the mental health of communities.

SAMPLE: A Black community in Mount Vernon, New York.

METHOD: The Dodson Plan and the Martin Plan, two innovative experimental plans.

CONCLUSIONS: The experiment illustrated the shifting psycho-political pattern of school desegregation. Benifactors and representatives are being challenged in their exercise of political power and authority.

AUTHOR(S): Swanson, Bert

ARTICLE TITLE: "Psycho-Political Patterns of School Desegregation"

SOURCE: Education and Urban Society
VOL. 29(7-A) DATE 1969
PAGES 2098-2099

PURPOSE: To evaluate the effectiveness of a new counseling technique, the use of the tape recorder as an integral part of the counseling process.

SAMPLE: 20 high school students. The population was biracial equally distributed between the two sexes.

METHOD: Interview technique.

CONCLUSIONS: Technique was no more or less effective as a counseling tool.

AUTHOR(S): Talley, Page

ARTICLE TITLE: "The Relation of Group Counseling to Changes in the Self-Concept of Negro Eighth Grade Students"

SOURCE: Dissertation Abstracts
VOL. 28(7-A) DATE 1968
PAGE 2524

PURPOSE: To study if Absubel's theory that social class membership was a significant variant effecting any change in self-concept attendant upon group counseling.

SAMPLE: 60 students selected randomly from an eighth grade enrollment of 247.

METHOD: The Q-technique was used to infer the pre- and post-self and ideal self-concept of the subjects.

CONCLUSIONS: Social class membership is a variable of importance in the directional movement of self-concept in group counseling with Negro adolescents. Self-concept change attendant upon group counseling is not a unitary phenomenon.

AUTHOR(S): Temp, George

ARTICLE TITLE: "The Validity of SAT for Blacks and Whites in Thirteen Integrated Institutions"

SOURCE: Journal of Educational Measurement

VOL. 8 DATE 1971 (Winter)

PAGES 245-251 NO. OF PAGES 7

PURPOSE: To determine if prediction procedures that are appropriate for white (majority) students would underpredict the performance of black (minority) students.

SAMPLE: Black and white students registered as fulltime freshmen during 1968-69 academic year.

METHOD: SAT-Verbal and SAT-Math scores and GRA.

CONCLUSIONS: Institutions using the SAT (and other admissions tests and predictors) conduct validity analyses at their institution over short and long term range. Assumptions about the differential validity or lack of it for blacks and whites should be routinely studied.

AUTHOR(S): Turner, Charles

ARTICLE TITLE: "Effects of Race of Tester and Need for Approval on Children's Learning"

SOURCE: Journal of Educational Psychology

VOL. 62 DATE 1971

PAGES 240-244 NO. OF PAGES 5

PURPOSE: To see if the race, social class, and sex of the experimenter has an effect on the motivational level of subject and the subject's performance on learning tasks.

SAMPLE: 80 white boys in the ninth grade class (ages 13-15 years) of an all male parochial school.

METHOD: 10 item version of the Marlowe-Crowne Social Desirability Test.

CONCLUSIONS: In situations limited as the experiment, persons of the same race as subject's are more effective in motivating them to do rote learning procedures. In this study the white subjects were more influenced by the white male experimenters.

AUTHOR(S): Vontress, Clemmont E.

ARTICLE TITLE: "Counseling Negro Students for College"

SOURCE: Journal of Negro Education

VOL. 37 DATE 1968

PAGES 37-44 NO. OF PAGES 8

PURPOSE: To help educators recognize the need to become aware of the problems of educating and graduating, and getting minorities into the colleges.

CONCLUSIONS: The counselor must be aggressive, obliged to help college admissions counselors understand the strengths and weaknesses of Negro students, and the counselor must learn to call upon sources of counseling and scholarship aid for the Negro student.

AUTHOR(S): Vontress, Clemmont E.

ARTICLE TITLE: "Racial Differences: Impediments to Rapport"

SOURCE: Journal of Counseling Psychology

VOL. 18 DATE 1971 (January)

PAGES 7-13 NO. OF PAGES 7

PURPOSE: To study the effects of racial differences in establishing a rapport in counseling situations.

CONCLUSIONS: Racial differences will constitute an impediment to establishing and maintaining rapport in a counseling situation.

AUTHOR(S): Walster, Elaine; T. Anne Cleary; Margaret M. Clifford

ARTICLE TITLE: "The Effects of Race and Sex on College Admissions"

SOURCE: Sociology of Education

VOL. 44 DATE 1971 (Spring)

PAGES 237-244 NO. OF PAGES 8

PURPOSE: To determine if race and sex affect a candidate's likelihood of being admitted to college.

SAMPLE: 240 schools were randomly selected from Lovejoy's College Guide. The colleges administered the College Board Tests or the American College Test. The sample was divided into 12 cells of 20 observations each.

METHOD: The "true" records of three high school senior who had names which did not reveal their sex. The manipulation of race and sex was accomplished with the use of photographs which were attached to every application and transcript. To insure that the applications would be standard, a master form was prepared so that answers to any question that a college might ask could be answered.

CONCLUSIONS: Contrary to expectations, neither the race nor the sex main effect was significant. Data provided no support for the notion that American colleges are actively recruiting Negro scholars. Males were preferred over females, but this difference was not significant.

AUTHOR(S): Warner, Earlene

ARTICLE TITLE: "Impact of Basic Group Encounter on Self-Actualization of Junior College Students"

SOURCE: Dissertation Abstracts

VOL. 31 DATE 1970 (November)

PAGE 2120

PURPOSE: To study the impact of the basic group encounter on the self-actualization of Black and white junior college students.

SAMPLE: Experimental subjects were students attending Santa Fe Junior College and enrolled in Behavioral Science.

METHOD: Berger's Acceptance of Self and Others Attitudes Scale; Shostrom's Personality Orientation Inventory.

CONCLUSIONS: The basic encounter group can be considered by counselors in a junior college as a possible aid for students to grow personally and socially and may be useful in overcoming barriers between black and white students.

AUTHOR(S): Washington, Kenneth

ARTICLE TITLE: "A Comparison of the Effectiveness of Two Groups Counseling Formats"

SOURCE: Dissertation Abstracts

VOL. 31(9-A) DATE 1971 (March)

PAGE 4479

PURPOSE: To study if the most effective group counseling would result from condensing the interaction time into two consecutive days rather than traditional hour a week for a period of time.

SAMPLE: Juniors and seniors at Centennial High School whose vocational goals required four years of college preparation.

METHOD: Two counseling formats varying in the interaction time.

CONCLUSIONS: Those counseled for the two-day period benefited to a significant degree than those counseled by the traditional method.

AUTHOR(S): Wasserman, Herbert

ARTICLE TITLE: "A Comparative Study of School Performance Among Boys from Black Broken and Intact Black Families"

SOURCE: Journal of Negro Education

VOL. 41 DATE 1972

PAGES 137-141 NO. OF PAGES 5

PURPOSE: Study of the family structure in a lower-class black population as a presumed causal factor in the school achievement of boys within these families.

SAMPLE: 117 black families living in a low-income housing development and including at least one son in school who would already have reached age ten but not yet sixteen at the time of the data collection.

METHOD: Data was collected from mothers using pre-coded and open-ended questions. Information on school performance was obtained from school records.

CONCLUSIONS: The presence or absence of fathers fails to discriminate between boys who do better or worse at school. Boys from families without fathers and those with fathers were not significantly different in school performance. This suggests that more likely causal explanations lie elsewhere; that the society in which the lower-class black boy exists is so unrewarding, frustrating, and beyond his control, that apart from his own personal or family attributes, he is extremely vulnerable.

AUTHOR(S): Weber, George H., and Annabelle B. Mott

ARTICLE TITLE: "School as Perceived by the Dropout"

SOURCE: Journal of Negro Education
VOL. 37 DATE 1968
PAGES 127-134 NO. OF PAGES 8

PURPOSE: To learn first-hand how the dropout sees school personnel: the principal, the teacher, the counselor, and the school.

SAMPLE: Two groups of impoverished male, Negro drop-outs. One group was composed of seven members and the other of nine. Procured on basis of availability.

METHOD: Interview.

CONCLUSIONS: Instead of seeing the classroom as one wherein students and staff influence one another through some positive interaction, they saw themselves as dependent subordinates in an impersonal authoritarian organization which in some broader context also occupied a subordinate position. Indifference subsumes the denigration of the person, the denial of his individuality, the failure of others to successfully relate to him and enable him to identify with them.

AUTHOR(S): Wells, Twyla

ARTICLE TITLE: "The Effects of Discrimination upon Motivation and Achievement of Black Children in Urban Ghetto Schools"

SOURCE: American Behavioral Science

VOL. 12 DATE 1969

PAGES 26-33 NO. OF PAGES 8

PURPOSE: To examine problems of motivation, ambition, and success in the urban ghetto schools.

CONCLUSIONS: The author indicated that a change is needed within the makeup of the school system itself in the way it handles disadvantaged children who come into the school system.

AUTHOR(S): Westby, Gibson, Dorothy

TITLE: Social Perspectives on Education of the Society, the Student and the School

New York, N.Y.; John Wiley and Son, Inc.

DATE 1965 PAGES 481

PURPOSE: To determine whether a community-based multiple treatment approach would result in changes in vocational attitudes among Negro youth.

SAMPLE: 82 children between ages of 9 and 18 years.

METHOD: Three instruments were used: Otis-Quick Scoring Test of Mental Ability; Job Interest Inventory; and Personal Data Questionnaire.

CONCLUSIONS: Results indicated that a community-based guidance program may be a benefit in orienting deprived Negro youth to additional vocational useful careers.

AUTHOR(S): Whisenton, Joffre, and M. Ray Loree

ARTICLE TITLE: "A Comparison of the Values, needs, and aspirations of School Leavers with Those of Non-School Leavers"

SOURCE: Journal of Negro Education

VOL. 39 DATE 1970

PAGES 325-332 NO. OF PAGES 8

PURPOSE: To compare the values, needs and aspirations of grade nine students in a large southern urban Negro high school who dropped out of school at the end of grade nine with those who continued in school.

SAMPLE: All students in the ninth grade class: 196 boys and 190 girls in Tuscaloosa, Alabama, December, 1965.

METHOD: Four tests were administered: Whisenton Belief Scale, Whisenton's Academic Level of Identifying Figures, Sim's Field of Study Motivation Record, and Stern Activities Index.

CONCLUSIONS:

1) The beliefs and values of the continuing students did differ significantly from the beliefs and values of the dropout.
2) The continuing student did differ from the dropout in the kinds of persons with whom he identified.
3) The continuing male student did differ from the dropout male student in motivation scores on the Sims Fields of Study Motivation Record.
4) Scores on the Stern Activity Index did not reveal differences between boys and dropout boys; some differences were found between continuing girls and dropout girls in their "needs" scores.

AUTHOR(S): Winston, Michael

ARTICLE TITLE: "Through the Back Door: Academic Racism and the Negro scholar in Historical Perspective"

SOURCE: Daedalus

VOL. 100 DATE 1971 (Summer)

PURPOSE: To discuss the forces controlling the Negro scholars in America: racism, the development of Negro colleges, and the mobilization of Negroes for "intellectual self-defense."

CONCLUSIONS: What will survival from Negroes depend on the extent to which racism can be disentangled from our conceptions of the human purposes of education and scholarship.

AUTHOR(S): Wolkon, George N.

ARTICLE TITLE: "Race and Social as Factor in the Orientation Towards Psychotherapy"

SOURCE: Journal of Counseling Psychology

VOL. 20 DATE 1973 (July)

PAGES 312-316 NO. OF PAGES 5

PURPOSE: This study examines the relationship of one's race, ethnicity, and social class towards their attitudes of seeking race of therapist, self-disclosure and self-rapport treatment.

SAMPLE: 69 female college students, including three subgroups: black middle class, black lower class, and white middle class.

METHOD: A fixed-alternative questionnaire was administered to each group.

CONCLUSIONS: The middle class race is not related to orientation towards seeking professional help for blacks. Social class was significantly related to orientation to psychotherapy, but not preference of race of therapists nor to satisfaction with their therapeutic experience.